ECE 358.41W Language Acquisition Development in ECE
QEP COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Toni Sturdivant, Ph.D.
Office Location: CHEC (100% Online)
Office Hours: By appointment via phone or video conference
University Email Address: toni.sturdivant@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: within 1 **business day**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Otto B. (2018). *Language Development in Early Childhood Education* (5th ed.). NY: Pearson.
ISBN-13: 978-0134552620 ISBN-
10: 0134552628

Important Dates:

First Day of Fall Semester, August 30, 2021

Fall Break November 24 through November 26, 2021

Fall Last Class Day, December 10, 2021

TAMUC 2021-2022 Academic Calendar

Course Description

This course explores the first and second language acquisition and development of children from birth to sixth grade. Students will examine the components of oral, written and academic language that benefit from and promote early literacy development. Special emphasis is given to the teacher's role in supporting language development, in planning developmentally and culturally appropriate learning experiences and in partnering with parents to foster language and early literacy development. This course will address essential topics such as phonological awareness, authentic language assessment, data driven instruction and intervention, concepts of print, emergent writing development, and alphabetic principle.

Student Learning Outcomes

1. *Demonstrate* knowledge of English language proficiency levels (ELPS Standards) and concepts related to second language acquisition.

2. *Learn* and *apply* strategies for working with culturally and linguistically diverse families.

3. *Demonstrate* knowledge of culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions.

4. *Demonstrate* knowledge of emergent print awareness, emergent writing concepts and the instructional strategies that support them.

5. *Demonstrate* knowledge of creating interactive and supportive oral language building learning experiences for young children.

6. *Demonstrate* knowledge of phonological awareness concepts, the sequential levels of phonological awareness and various phonological awareness activities that support early literacy development.

7. *Administer* a phonological awareness assessment, analyze, interpret and create a data driven learning experience for young children.

8. *Analyze* phonological awareness class data and create differentiated group learning experiences based on the data.

9. *Understand* components of academic language and *demonstrate* knowledge of creating interactive and supportive academic language building learning experiences for young children.

10. *Demonstrate* knowledge of oral and academic sentence structures and *administer* and/or *interpret* the results of sentence structure assessments.

Global Learning Course

This is a **Global Learning Course** aligned with the Quality Enhancement Plan (QEP) to *prepare students for an interconnected world*. In this course, we address QEP Learning Outcome #2: "Students will be able to apply knowledge of the interconnectedness of global dynamics."
QEP 1. explore first- and second-language acquisition theories
QEP 2. trace first- and second-language development in young children
QEP 3. examine the research related to first- and second-language development and education

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will be required to use the current learning management system, Microsoft Word, PowerPoint, presentation and graphics programs, research databases, YouTube videos and Web browsing skills while completing this course.

The *syllabus/schedule are subject to change.*

Instructional Methods

This course is made up of a series of interactive learning experiences which include class discussions, lectures, projects and presentations, administering and analyzing assessments, and completing online quizzes created from the course textbook.

Student Responsibilities or Tips for Success in the Course

1. Students should regularly attend class meetings and actively participate in class discussions.

2. Students should stay current in weekly readings and review any online announcements and posted instructional powerpoints located within D2L.

3. *All* assignments must be typed and submitted using *Word* or *PDF* unless directed otherwise by the instructor.

4. Assignments should be thoughtfully crafted and be constructed using college level academic writing.

5. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University-Commerce Student Guidebook) may result in removal from class or lowering of your final grade. Academic honesty and integrity are required.

6. Students should contact the instructor if they require support, clarification, or assistance in understanding concepts or in completing assignments.

GRADING

Final grades in this course will be based on the following scale:

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = 59 or fewer points

The final grade will be based on the total points of course assignments. See table below. Your grades will be updated regularly in the D2L grade book. D2L will have a running percentage of how you are currently doing in the course.

Grade breakdown

Assignment	Student Learning Outcome (SLO) Alignment	Points
Pear Decks (Live or Asynchronous) 10 @ 1 point each	varies	10
Differentiating Across ELL Language Proficiency Levels	SLOs 1 & 3	10

The *syllabus/schedule are subject to change.*

Culturally and Linguistically Diverse Families: Encouraging Home-School Connections	SLO 2	10
Supporting Developmental Oral language Functions Assignment Content Area Thematic Unit Assignment/Dialogic	SLO 5	20
Reading With (3 yr to 4yr old)		
Phonological Awareness Continuum Activities/Lessons	SLO 6	10
Pre-K- 2nd Grade Student Mini-Case StudyAdministering and Reflecting on Phonological Awareness; Concepts About Print (CAP) and/or Record of Oral Language (ROL)Student Data Assignment	SLOs 7, 8, &10	15
Final Project: Planning a Differentiated Interdisciplinary Learning Segment	SLO 9	20
Mock Science of Teaching reading Course Exam	SLO 4	5
		Total 100

Assignments and Rubrics

1. **Pear Decks.** Students will complete an interactive presentation either during a live class session or asynchronously.

	Target (1 Point)	Opportunity to Improve (0 Points)
Completeness	Attended the live session or completed the chapter Pear Deck in its entirety.	Did not complete the Pear Deck in its entirety or attend the live session.

2. **Differentiating Across ELL Language Proficiency Levels**. Students will learn characteristics of the language proficiency levels of ELL students as described in the ELPS and differentiate a lesson based on those levels.

	Target (2.5 points)	Acceptable (2 points)	Opportunity To Improve (1 point)
Objectives	There are both content and language objectives that greatly align with the lesson activity.	There are both content and language objectives that loosely align with the lesson activity.	There are either content or language objectives or the objectives do not align with the lesson activity.
Standards	Appropriate ELPS and TEKS standards that greatly align with the language objective were identified	Appropriate ELPS and TEKS standards that loosely align with the language objective were identified	TEKS or ELPS standards are missing or do not align with the language objective
Description of Lesson	All six parts of the description of lesson/activity are complete.	Five or more parts of the description of the lesson/activity are complete.	4 or less of the parts of the description are complete.

The syllabus/schedule are subject to change.

Rationale	The rationale for each of the 4 levels includes information about the learning characteristics, specific lesson examples, and at least two learning supports such as: scaffolds, visual aids, and cues.	The rationale for each of the 4 levels includes information about the learning characteristics, specific lesson examples, and at least one learning supports such as: scaffolds, visual aids, and cues.	The rationale is missing for one or more of the language proficiency levels or one or more does not include information about the learning characteristics, specific lesson examples, or learning supports

3. **Culturally & Linguistically Diverse Families: Encourage Home-School Connections Assignment.** Students will create a plan for working with and connecting culturally & linguistically diverse families to a school.

	Target (3.34 points)	Acceptable (2.75 points)	Opportunity to Improve (2 points)
Mechanics	The narrated video/powerpoint is free from spelling and grammar errors.	The narrated video/powerpoint has few spelling and grammar errors.	The narrated video/powerpoint has spelling and grammar errors.
Aesthetics	The video or powerpoint is colorful, includes diverse pictures or illustrations, and the font is easy to read.	The video or powerpoint includes two of the following characteristics: colorful, includes diverse pictures or illustrations, and the font is easy to read.	The video or powerpoint is monochromatic with few or no pictures and or has a font that is very difficult to read.
Content	The content fully addresses the prompt, using the information found in the appropriate chapter.	The content partially addresses the prompt, using the information found in the appropriate chapter.	The content does not at all or loosely address the prompt.

4. **Supporting Developmental Oral Language Function-Content Area Thematic Unit Assignment**. Students will create a series of multimodal learning experiences within a thematic unit. These learning experiences are designed to encourage and build on students' beginning oral language development based on Halliday's oral language functions theory.

	Target (2 points)	Acceptable (1 Point)	Opportunity to Improve (.5 Points
Subject Integration	4 different subjects (math, science, social studies, language arts) are used in the thematic unit.	3 different subjects (math, science, social studies, language arts) are used in the thematic unit.	2 or less different subjects (math, science, social studies, language arts) are used in the thematic unit.
Theme	The lessons/activities support the theme	Most of the lessons/activities support the theme	Many of the lessons/activities do not support the theme
Lesson Description	The lessons/activities are thoroughly explained or very descriptive enabling the reader/instructor to visualize what children will learn or do.	The lessons/activities are explained or descriptive enabling the reader/instructor to visualize what children will learn or do.	The lessons/activities are not explained or not descriptive enough to allow the enabling the reader/instructor to visualize what children will learn or do.

The *syllabus/schedule are subject to change.*

Developmentally Appropriate	The activities/lessons are developmentally appropriate for 3 to 4-year-olds. (Refer to pre-k guidelines for ideas or to get a better sense of what types of learning experiences would be appropriate for pre-k students).	Most of the activities/lessons are developmentally appropriate for 3 to 4-year-olds. (Refer to pre-k guidelines for ideas or to get a better sense of what types of learning experiences would be appropriate for pre-k students).	Little to none of the activities/lessons are developmentally appropriate for 3 to 4-year-olds. (Refer to pre-k guidelines for ideas or to get a better sense of what types of learning experiences would be appropriate for pre-k students).
Learning Objectives	The learning objectives match or align with the lesson/activity.	Most of the learning objectives match or align with the lesson/activity.	Little to none of the learning objectives match or align with the lesson/activity.
Language Functions	At least three different language functions were selected to build the unit.	Two language functions were selected to build the unit.	One or fewer language functions were selected to build the unit.
Appropriateness of Language Functions	All language functions matches are aligned to the lesson/activity	¾ language functions matches are aligned to the lesson/activity	Two or fewer of the language functions matches are aligned to the lesson/activity
	At least 2 language pattern	1 language pattern	No language pattern
Language Pattern Expectations	expectations are provided as examples of what children could say as they engage in the activity. "........"	expectations are provided as examples of what children could say as they engage in the activity. "........"	expectations are provided as examples of what children could say as they engage in the activity. "........"
Language Pattern Descriptions	All of the Children's Language Pattern Expectations (".....") match or align with the targeted language function for the lesson/activity.	Most of the Children's Language Pattern Expectations (".....") match or align with the targeted language function for the lesson/activity.	Few, if any, of teh Children's Language Pattern Expectations (".....") match or align with the targeted language function for the lesson/activity.
Linguistic Scaffold	Provides a clear and descriptive explanation of how the linguistic scaffold might be used in the lesson/activity to support the language function.	Provides an explanation of how the linguistic scaffold might be used in the lesson/activity to support the language function.	Provides no explanation of how the linguistic scaffold might be used in the lesson/activity to support the language function.

5. **Phonological Awareness Continuum Activities/Lessons**. Use knowledge of the PA Continuum to create appropriate learning experiences at each level.

	Target (3.34 points)	Acceptable (2.75 points)	Opportunity to Improve (2 points)
Learning Standard	4 of the learning standards are aligned with the type of phonological awareness and the activity.	¾ of the learning standards are aligned with the type of phonological awareness and the activity.	2 or fewer of the learning standards are aligned with the type of phonological awareness and the activity.
Activity/Lesson	All 4 of the activities/lessons support the type of phonological awareness targeted.	¾ of the activities/lessons support the type of phonological awareness targeted.	2 or fewer of the activities/lessons support the type of phonological awareness targeted.
Literature Integration	All 4 of the selected texts support the lesson.	¾ of the selected texts support the lesson.	2 or fewer of the selected texts support the lesson.

The *syllabus/schedule are subject to change.*

6. **Administering and Reflecting on Phonological Awareness Student Data (PK-2 Student Mini-Case Study) (2-3 pages).** Students will administer PA assessment to one child (K-2). Analyze and interpret data using it to determine appropriate learning experiences.

	Target (3 Points)	Acceptable (2.5 Points)	Opportunity to Improve (1 Point)
Mechanics	The paper is 3-4 pages, double spaced, with headings, and follows the writing conventions of Standard American English.	The paper is 2.5 pages, double spaced, with headings, and follows the writing conventions of Standard American English.	The paper is less than 2.5 pages, double spaced, and/or does not include headings, and or has many spelling and grammar errors.
Recording Sheet	Both recording sheets are uploaded and complete.	Both recording sheets are uploaded and mostly complete.	Only one recording sheet is uploaded or one or more are halfway incomplete or less.
Background Info	All background information on the child (age, grade, significant information) is present and written in full sentences.	All background information on the child is present but is not written in full sentences.	Some background information on the child is missing.
Implementation Experience	Students described what happened during the assessment, what they would do differently, and why?	Students described what happened during the assessment.	The student gave no or a very brief description of what happened during the
			assessment.
Decision-Making	The student describes the child's strengths and weaknesses based on the assessment data and described in detail one intervention and one enrichment activity and why.	The student describes the child's strengths and weaknesses based on the assessment data and described in one intervention and one enrichment activity and why.	The student does not describe the child's strengths and weaknesses based on the assessment data and or does not describe one intervention and one enrichment activity and why.

7. **Planning a Differentiated Interdisciplinary Learning Segment.** Students will create three days of integrated learning experiences that also incorporate the diverse language demands of the students in the classroom and ways to support those demands.

	Target (5 Points)	Acceptable (4 Points)	Opportunity to Improve (3 Points)
Cultural Relevance	Each of the three assignments authentically pulls from the cultures of one or more of the cultures of the ELLs.	Each of the three assignments pulls from the cultures of one or more of the cultures of the ELLs.	One or more of the assignments do not pull from the cultures of one or more of the cultures of the ELLs.
Differentiation	Each of the three lessons plans for at least 3 levels of English language abilities.	Each of the three lessons plans for at least 2 levels of English language abilities.	One or more of the lessons do not plan for at least 2 levels of English language abilities.

The syllabus/schedule are subject to change.

Lesson	Each of the three lessons plan for at least 3 different learning modalities.	Each of the three lessons plan for at least 2 different learning modalities.	One or more of the lessons plan for fewer than 3 different learning modalities.
Mechanics	Each of the lesson plans is complete and free from spelling errors.	Each of the lesson plans is complete.	One or more of the lesson plans is not complete.

8. **Mock Science of Teaching Reading Exam.** Students will complete a multiple-choice exam on D2L.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

The *syllabus/schedule are subject to change.*

Interaction with Instructor Statement

My aim is to be in quick communication with you. I do respond to text and email quickly. If you have not heard from me after two days, email again. You may also visit me during my virtual office hours to discuss any questions, issues, concepts or concerns.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignment Policy: All assignments are due on or before the date they are assigned which can be found in the Course Calendar, <u>unless otherwise approved by the instructor</u>. Contact the instructor as soon as possible regarding the need for assignment extensions. Assignments will be submitted through D2L in the appropriate links and **must be** in .doc or .docx format (Word or PDF). **All assignments that are late will have points deducted, <u>up to</u> 30 pts.** Late means they are not submitted by the calendar/D2L deadline. **Late assignments may not be turned in or submitted more than three days beyond the due date.** You are a professional and must present yourself in a way to show responsibility.

Professionalism: Professionalism as a student and future educator is expected. Your professionalism during this course influences your participation grade and any group assignments that you may complete. You will often be required to self-assess your attempts at completing an individual or small group assignment. Your small group members may assess you as well.

Professionalism is defined in the following ways:

(a) consistent class attendance,
(b) paying attention,
(c) participating actively, respectively and constructively
(d) being responsible and prepared,
(e) being an **equal** partner in group work,
(f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),
(g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.

Written Assignments: All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Begin that practice now! Therefore, if you need extra help, the Writing Center can assist you. See
http://web.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/

a. Written Assignments should be:
   *double spaced
   *1" top and left side margins, 1" bottom and right side margins
   *12 point font size
   *revised for clarity and meaning
   *edited for accuracy in grammar and mechanics
   *saved on a flash drive or copied on paper for your records

Academic Integrity/Honest Statement: This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without

The syllabus/schedule are subject to change.

obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/docu ments/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf Graduate

Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonesty Formold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

The *syllabus/schedule are subject to change.*

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the
State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

The *syllabus/schedule are subject to change.*

Course Schedule

Week	Topic(s)	Assignments (Due Sunday @ 11:59 pm)
1 Week of 8/30	Language in Our Lives	• Read Chapter 1 • Chapter 1 Pear Deck
2 Week of 9/6	Theoretical Perspectives and Contexts of Language Development	• Read Chapter 2 • Chapter 2 Pear Deck
3 Week of 9/13	Language Development Among Children of Linguistic Diversity	• Read Chapter 3 • Chapter 3 Pear Deck • **Differentiating Across ELL Language Proficiency Levels**
4 Week of 9/20	Language Development Among Children of Linguistic Diversity	• Weak 4 Pear Deck
5 Week of 9/27	Fostering Language Development Through School-Home Connections	• Read Chapter 14 • Chapter 14 Pear Deck • **Culturally and Linguistically Diverse Families: Encouraging Home-School Connections**
6	Language Development in Preschoolers	• Read Chapter 6

Week of 10/4		• Chapter 6 Pear Deck
7 Week of 10/11	Enhancing Language Development in Preschoolers	• Read Chapter 7 • **Supporting Developmental Oral language Functions Assignment Content Area Thematic Unit Assignment/Dialogic Reading With (3 yr to 4yr old)**
8 Week of 10/18	Language Development in Kindergartners	• Read Chapter 8 • Chapter 8 Pear Deck
9 Week of 10/25	Enhancing the Language Development of Kindergartners	• Read Chapter 9 • Chapter 9 Pear Deck • **Phonological Awareness Continuum Activities/Lessons**

The *syllabus/schedule are subject to change.*

10 Week of 11/1	Language Assessment: Observing, Screening, Diagnosing, and Documenting	● Read Chapter 12 ● Chapter 12 Pear Deck
11 Week of 11/8	Enhancing Language Development Among Children with Communicative Disorders	● Read Chapter 13 ● **Pre-K- 2nd Grade Student Mini-Case StudyAdministering and Reflecting on Phonological Awareness; Concepts About Print (CAP) and/or Record of Oral Language (ROL)Student Data Assignment (Choose 2-Assessments)**
12 Week of 11/15	Language Development in the Primary Years	● Read Chapter 10 ● Chapter 10 Pear Deck
13 Week of 11/22 (no classes 11/24-11/26)	Enhancing Language Development in the Primary Years	● Read Chapter 11
14 Week of 11/29	Planning A Differentiated Interdisciplinary Learning Segment	● **Final Project**
15 Week of 12/6	Science of Teaching Reading	● **Mock Science of Teaching Reading Course Exam**

The *syllabus/schedule are subject to change.*